DOCUMENT RESUME

ED 331 576 PS 017 657

TITLE	Manitoba Kindergarten Assessment: English Language, French Immersion and Heritage Language Programs, 1985. Summary Report.
INSTITUTION	Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
PUB DATE	Feb 87
NOTE	55p.; For general report, see PS 017 656.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Classroom Environment; Educational Improvement; English Instruction; Foreign Countries; *Immersion Programs; *Kindergarten; *Learning Activities; Primary Education; Second Language Instruction; State Surveys; Student Evaluation; Teacher Student Relationship
IDENTIFIERS	*Manitoba

ABSTRACT

Intended for distribution to kindergarten teachers, elementary school principals, school superintendents, Manitoba Department of Education, and provincial libraries and universities, this summary report contains a brief description of the 1985 Manitoba Kindergarten Assessment, and presents assessment findings and related recommendations based on the opinions of teachers and principals and the judgments of the study's technical advisory committee. The Manitoba Kindergarten Assessment investigated the English language, French immersion, and heritage language kindergarten programs in Manitoba. Summary and recommendations are reported in the following categories: (1) physical environment; (2) planning and organization of classroom activities; (3) content of classroom activities; (4) teacher-child interaction; (5) assessment of kindergarten children; (6) diversity; (7) staffing; and (8) administration. A list of the recommendations is appended. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED331576

Manitoba Kindergarten Assessment

English Language, French Immersion and Heritage Language Programs 1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Manitoba Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Summary Report

BEST COPY AVAILABLE

Manitoba Education

PS 017657

MANITOBA KINDERGARTEN ASSESSMENT 1985

ENGLISH LANGUAGE, FRENCH IMMERSION AND HERITAGE LANGUAGE PROGRAMS

SUMMARY REPORT

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
MANITOBA EDUCATION

371.26097127
Manitoba. Curriculum Development and
Implementation Branch.
Manitoba kindergarten assessment: English language, French Immersion and heritage language programs, 1985. Summary report.

ISBN 0-7711-0634-3

1. Kindergarten. 2. Education, Preschool--Manitoba. 3. Language arts (Preschool)--Manitoba. 4. French language--Study and teaching (Preschool)--Manitoba. 5. Languages, Modern--Study and teaching (Preschool)--Manitoba. 6. Educational tests and measurements--Manitoba. I. Manitoba. Manitoba Education. II. Title.

Winnipeg February, 1987

PREFACE

The Summary Report is the third of three reports of the findings of the Kindergarten Assessment: English Language, French Immersion and Heritage Language Program 1985. It contains a brief description of the study along with recommendations based not only upon teacher and principal opinions but also upon the judgment of the Technical Advisory Committee. Members of the Committee reviewed the data and interpreted it in the light of their considerable knowledge of, and experience in, early years education. Teachers and school administrators are encouraged to review the recommendations for applicability to their kindergarten programs.

There are two other reports on this assessment. They are the Technical Report which presents the actual data and the General Report which analyses the data and presents conclusions and recommendations.

Both the General and Technical Reports will be distributed to school division offices, to teacher and trustee organizations, to libraries, and to the universities. This Summary Report will have the same distribution and, in addition, will be distributed to all kindergarten teachers and elementary school principals in the province. The companion to this report describes and interprets the Franco-Manitoban kindergarten program.

COMMITTEES AND GROUPS ASSOCIATED WITH THE ASSESSMENT

JOINT COMMITTEE ON EVALUATION

Roy White (chairperson), Manitoba Association of School Trustees
Ed Buller, Curriculum Development and Implementation Branch, Manitoba Education
Cecil Cox, Manitoba Association of School Superintendents
Mariette Ferré-Collet, Manitoba Teachers' Society
Dan Haughey, Planning and Research Branch, Manitoba Education (from September 1985)
Dr. Benjamin Levin, Planning and Research Branch, Manitoba Education (to September 1985)
Norman Mayer, Curriculum Development and Implementation Branch, Manitoba Education
Dr. Thomas B. McNeill, Faculty of Education, Brandon University
Prof. Eric McPherson, Faculty of Education, University of Manitoba, (from September 1985)
Ernest Molgat, Bureau de l'Education française, Manitoba Education
Barry Moolchan, Manitoba Teachers' Society
Prof. Barbara Nelson, Faculty of Education, University of Manitoba (to September 1985)
Joanne Phillips, Manitoba Association of School Trustees
Henry Schulz, Curriculum Development and Implementation Branch, Manitoba Education
Dr. Conrad Sigurdson, Assessment Section, Curriculum Development and Implementation Branch, Manitoba Education

KINDERGARTEN ASSESSMENT TECHNICAL ADVISORY COMMITTEE

Dr. Conrad Sigurdson (chairperson), Curriculum Development and Implementation Branch, Manitoba Education
Yvette Boily, Lacerte School, St. Boniface School Division #4
Darlene Diller, George Fitton School, Brandon School Division #40
Kati Fraser, Winnipeg School Division #1 (to July 1985)
Renée-Marie Godard, St. Eustache School, White Horse Plains School Division #20
Ghislaine Gosselin, Ecole Centrale, Transcona-Springfield School Division #12
Johanne Lamothe, Sacre Coeur School, Winnipeg School Division #1
Lauree MacKay, Norway House High School, Frontier School Division #48
Art Miki, Harold Hatcher School, Transcona-Springfield School Division #12
Gayle Robertson, Winnipeg School Division #1 (to September 1985)
Madeleine Robidoux-Kirzinger, Collège de St.Boniface
Irene Schmidt, Alexander Ross School, St. James-Assiniboia School Division #2 (to September 1985)
Dale Severyn, Curriculum Development and Implementation Branch, Manitoba Education (to September 1985)
Dr. Len Zarry, Faculty of Education, Brandon University

Manitoba Education Consultants

Annette Boland-Willms: Bureau de l'Education française
Dr. Doreen Yamashita: Child Care and Development Branch
Dale Severyn: Curriculum Development and Implementation Branch (to September 1985)
Gayle Robertson: Curriculum Development and Implementation Branch (from September 1985)
Strini Reddy: Frontier School Division (to September 1985)

OBSERVER/INTERVIEWER TEAM

Lucie Auger
Lynne Berard
Ethel Buchanan
Bonnie Clements
Janice Cummine
Oanh Dang
Darlene Diller
Rena Evans
Roma Falsarella
Betty Gibson
Lesley Grier
Charlotte Kaminsky
Dick Marshall
Madeleine Robidoux-Kirzinger
Trish Scharnik
Dale Severyn
Lynn Spigelman
Brenda Yakir
Dr. Len Zarry

CONTRACTORS

Anne Deines, Research Consultant, Brandon
Hermann Duchesne, D.Ps., Collège de St. Boniface

EDITORIAL CONSULTANTS

Anne Berg, Faculty of Education, University of Manitoba
Maureen Rodniski, Winnipeg School Division #1

ACKNOWLEDGMENTS

This assessment would not have been possible without assistance from the many people involved in all stages of the project - those who helped develop the observer checklists and the kindergarten teacher and principal interview instruments; the principals who were interviewed; the kindergarten teachers who were observed and interviewed; and the students in the kindergarten classrooms that were observed. Special mention must be made of a number of groups and individuals:

- the contractors, Anne Deines and Dr. Hermann Duchesne, who gave professional assistance to all aspects of the assessment and Annette Boland-Willms who assisted the contractors for the month of August, 1985;

- the Joint Committee on Evaluation that provided guidance throughout the program;

- the Kindergarten Technical Advisory Committee that advised on instrument development and analysis of data;

- the Observer/Interviewer Team of early years' professionals that assisted in the review of the instruments and conducted the classroom observations and interviews with kindergarten teachers and their principals;

- the editorial consultants who gave advice in the report-writing stage;

- the school administrators and kindergarten teachers who were involved in the pilot stages of instrument development; and

- the divisions and schools that released their teachers for committee work during the assessment.

CONTENTS

	Page
DESCRIPTION OF THE STUDY.	1
SUMMARY AND RECOMMENDATIONS	3
PHYSICAL ENVIRONMENT	5
PLANNING AND ORGANIZATION OF CLASSROOM ACTIVITIES. . . .	13
CLASSROOM ACTIVITIES: CONTENT	17
TEACHER-CHILD INTERACTION.	23
ASSESSMENT OF KINDERGARTEN CHILDREN.	27
DIVERSITY.	31
STAFFING	35
ADMINISTRATION	39
APPENDIX	43

DESCRIPTION OF THE STUDY

In the spring of 1984, the Joint Committee on Evaluation submitted a proposal to the Minister of Education recommending an assessment of early childhood education at the kindergarten level. The Minister approved the proposal and announced that a province-wide assessment of kindergarten programs would be conducted.

To assist the Department in developing assessment instruments and report data, a contract team and the Kindergarten Technical Advisory Committee were established.

The contractors prepared a model for this assessment. The model included a rationale for the study, the assessment framework and research methodology. It was reviewed and modified by the Department consultants and the Technical Advisory Committee who decided at this juncture to observe kindergarten classes in action for half a day and to interview both the teacher and the school principal of these kindergarten classes.

An observation checklist, a kindergarten teacher interview and principal interview questionnaires were developed by the contractors based upon input from the Technical Advisory Committee and Manitoba Education consultants. These checklists and interview instruments were reviewed and refined and then prepared for pilot testing.

Manitoba Education consultants and the contractors held a three-day training workshop for those on the Observer/Interviewer teams. During this period, team members arranged visits to kindergarten classrooms and piloted the 25-page Observation Checklists. They made observations within the classrooms and discussed the project and the instruments in detail with the classroom teachers. Later, the teams participated in a debriefing session with the Technical Advisory Committee. Certain changes and refinements were made to the instruments following the debriefing.

The Observer/Interviewer teams visited schools in the last two weeks of May in 1985. The two people in each team observed each classroom visited for a half day. This was followed by an extensive interview with the kindergarten teacher by one team member and a shorter interview with the school principal by the other team member.

Important considerations in the data gathering during the observations and interviews were the physical environment of the classroom, practices and activities, curricula in use, cultural diversity, evaluation, related services and supports, the use of paraprofessionals, and the role of the teacher.

Three reports were developed for this study. The first is called the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs Technical Report. This report includes the procedures used in the assessment and all the basic data, expressed in frequencies and percents.

Data on items from the different instruments that relate to the same topic have been placed together. For example, the observation checklists report on space allotments within the kindergarten classroom, while the teacher interview questionnaire reports on the teacher's perception of the adequacy of the space allotments. Both of these sets of data are placed in proximity in the Technical Report.

The second report is the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs General Report. It includes the findings and recommendations of the assessment. Analyses in the General Report were made on the basic data presented in the Technical Report.

The third (this report) is called the Report of the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Languages, Summary Report. It comprises a brief summary of the assessment along with recommendations for improvement.

The Technical and General reports will be distributed to superintendents of school divisions, libraries, universities, and Manitoba Education and, on request, to those interested.

This Summary Report will be distributed to all kindergarten teachers, elementary school principals, school superintendents, as well as to libraries, universities, and Manitoba Education.

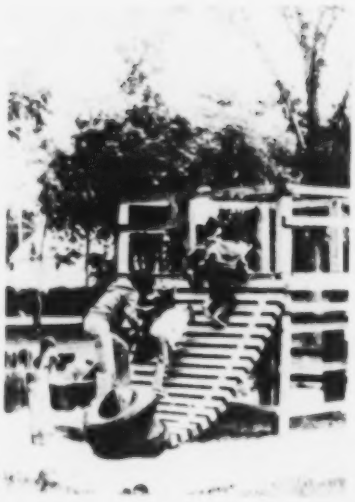
PROVINCIAL SAMPLE

There were two companion studies involved in the overall kindergarten assessment. The population for one study consisted of all English language, French immersion and heritage language kindergarten classrooms while the other consisted of all kindergarten classrooms in Franco-Manitoban schools. Two strata were developed from these populations--one urban and one rural. Ten percent of English language, French immersion, and heritage language classrooms was selected from each stratum for the one sample, while 50% of kindergarten classrooms in the Franco-Manitoban study was selected for the sample in that study. Fifty percent was selected in this sample because of the relatively small number of Franco-Manitoban kindergarten classrooms in the province. These two companion studies are reported completely separately. Each study will produce a Technical Report, a General Report, and a Summary Report.

DEVELOPMENT OF RECOMMENDATIONS

Educators were invited to become members of the Technical Advisory Committee because of their knowledge and expertise in early childhood education. Recommendations arose from a synthesis of observation and interview data along with the knowledge base of this Committee. This Summary Report presents the summary and recommendations of the English Language, French immersion, heritage language kindergarten programs in Manitoba. A list of all the recommendations can be found in the Appendix.

SUMMARY AND RECOMMENDATIONS



PHYSICAL ENVIRONMENT

CLASSROOM ENVIRONMENT

Seventy-one percent of kindergartens occupied single classrooms; 27% occupied double classrooms, and 2% used portable cottages.

Eighty-six percent of kindergartens were on ground floor level.

Average wall-to-wall classroom area was 95 square metres. A third of kindergartens were less than 80 square metres.

Larger, double classrooms were found more frequently in urban areas than in rural areas.

Nearly half of all kindergarten teachers found the amount of classroom space inadequate.

On average, kindergartens allocated 40% of classroom space to activity centres, 28% to large-group-activity areas, and 32% to convertible areas. There was a tendency for activity centres to be given a larger proportion of space in larger classrooms, in classrooms with larger enrollments, and in urban areas.

RECOMMENDATIONS

- THE PROVISION OF DOUBLE CLASSROOMS FOR KINDERGARTEN AREAS SHOULD BE ENCOURAGED AS ONE WAY OF PROVIDING ADEQUATE SPACE IN EXISTING FACILITIES (1).
- NEW FACILITIES SHOULD BE AT LEAST 95 SQUARE METRES, EXCLUDING STORAGE SPACE, REGARDLESS OF ENROLLMENT (2).
- KINDERGARTEN ROOMS SHOULD ALLOW FOR A VARIETY OF ACTIVITY CENTRES (3).
- KINDERGARTEN ROOMS SHOULD HAVE BOTH TILED AREAS AND CARPETED AREAS. AN ACCEPTABLE RATIO OF TILE TO CARPETED AREA WOULD BE APPROXIMATELY 50:50 (4).

ROOM DECORATION

The room decorations in the majority of kindergartens were visually stimulating (86%) and educationally stimulating (73%).

Only 22% of kindergartens used children's work to a great extent in the room room decorations. Commercial materials were used to a great extent in 20% of classrooms, and teacher-produced materials were used to a great extent in 27% of classrooms. The way in which children's work is displayed affects their attitudes toward the creative and written work of themselves and others.

RECOMMENDATIONS

- THE MAJOR EMPHASIS IN ROOM DECORATIONS SHOULD BE ON CHILDREN'S WORK RATHER THAN COMMERCIAL OR TEACHER'S WORK. (5).

SCHOOL FACILITIES

Most schools were equipped with gymnasiums (94%), and libraries (92%).

More than half of kindergartens (55%) either had no music room in the school (27%), no access to the music room (18%), or chose not to use the music room (10%).

Current bathroom facilities were satisfactory in 80% of kindergartens.

Entrance/exit facilities were acceptably located in 86% of kindergartens. However, about half the outside entrance doors were not easily opened by kindergarten children.

RECOMMENDATIONS

- IN THE PLANNING OF NEW FACILITIES, BATHROOMS SHOULD BE LOCATED WITHIN THE KINDERGARTEN AREA (6).
- IN THE PLANNING OF NEW FACILITIES, THERE SHOULD BE A SEPARATE OUTSIDE ENTRANCE FOR KINDERGARTEN STUDENTS, LOCATED NEAR THE OUTDOOR RECREATIONAL AREA (7).
- DOOR HANDLES SHOULD BE AT CHILDREN'S LEVEL AND DOORS SHOULD BE EASILY OPENED BY CHILDREN. IN EXISTING FACILITIES, THE SAFETY AND READY ACCESSIBILITY OF DOORS SHOULD BE EXAMINED AND, IF REQUIRED, THE NECESSARY ALTERATIONS MADE (8).
- KINDERGARTEN TEACHERS SHOULD HAVE ACCESS TO THE SPECIAL FACILITIES OF THE SCHOOL, SUCH AS THE GYMNASIUM, MUSIC ROOM OR LIBRARY, AND THE SAME OPPORTUNITY AS OTHER TEACHERS TO USE THEM (9).

OUTDOOR RECREATIONAL FACILITIES

All kindergartens had access to an outdoor recreational area, although nearly a third of these were located some distance from the kindergarten. Only 8% of kindergartens had their own exclusive outdoor area. Playground equipment included slides, metal climbing structures, swings and teeter-totters, and such wooden structures as towers. Three-quarters of teachers indicated that outdoor recreational facilities were satisfactory.

RECOMMENDATIONS

- THERE SHOULD BE AN OUTDOOR PLAYGROUND AREA LOCATED NEAR THE KINDERGARTEN (10).
- THE PLAYGROUND SHOULD BE EQUIPPED WITH FIXED AND MOBILE OUTDOOR RECREATIONAL EQUIPMENT THAT IS SAFE AND APPROPRIATE FOR EARLY SCHOOL YEARS CHILDREN (11).

FIXTURES

The amount of bulletin board and display space varied greatly among kindergartens. On average, kindergartens had 13 square metres of fixed bulletin boards, 1 square metre of moveable bulletin boards, and used 9.7 square metres of wall surface for display purposes. Total display area averaged 24 square metres.

In general, the fewer the fixed bulletin boards that teachers had, the more they used wall surfaces for display purposes.

One-third of teachers indicated they did not have enough fixed bulletin boards. Greatest dissatisfaction came from teachers who displayed children's work a great deal.

Thirty-nine percent of kindergartens had moveable bulletin boards. Nearly half the teachers with no moveable bulletin boards would like to have some.

Eighty percent of kindergartens were equipped with fixed chalkboards, averaging about 4 metres in length. Fixed chalkboards were not a priority item among teachers, with only 18% saying they could use more.

Moveable chalkboards were located in 45% of classrooms. Nearly a third of teachers said they would like to have more moveable chalkboards.

Two-thirds of kindergartens were equipped with chart stands which were in good condition. Most teachers (77%) indicated they had enough chart stands.

The number of electrical outlets varied from one to more than six. The average number of double outlets was 3.3 per classroom. Most teachers with one or two outlets indicated they did not have enough.

In 20% of kindergartens none of the electrical outlets were conveniently located.

Three-quarters of classrooms were equipped with utility sinks, which were in good condition. One-third of teachers indicated they did not have enough utility sinks.

A third of kindergartens had in-class drinking fountains. Most were installed at children's level and were in good condition. Half the teachers with no fountain said they would like to have one. Only 18% of classrooms without fountains were equipped with paper cups for children to get drinks.

Twenty-nine percent of kindergartens made use of portable dividers for partitioning activity areas. Nearly half of teachers and observers indicated that there were not enough dividers or moveable shelves to partition activity areas.

RECOMMENDATIONS

- KINDERGARTENS SHOULD HAVE BOTH FIXED AND MOVEABLE BULLETIN BOARD SPACE AT CHILDREN'S HEIGHT. THERE SHOULD BE ENOUGH BULLETIN BOARDS TO ALLOW TEACHERS TO DISPLAY SOME OF EACH CHILD'S WORK AT ALL TIMES (12).

- THERE SHOULD BE MORE FIXED BULLETIN BOARDS THAN CHALKBOARDS (13).

- KINDERGARTENS SHOULD HAVE AT LEAST FOUR CONVENIENTLY LOCATED DOUBLE ELECTRICAL OUTLETS IN EACH CLASSROOM (14).

- KINDERGARTENS SHOULD HAVE SUFFICIENT DIVIDERS, AT CHILDREN'S HEIGHT, TO PROVIDE FLEXIBILITY IN THE USE OF SPACE AS WELL AS THE DESIGNATION OF AREAS FOR ACTIVITY CENTRES. (THIS CAN INCLUDE PORTABLE DIVIDERS, MOVEABLE CHALKBOARDS, OR MOVEABLE BULLETIN BOARDS) (15).

STORAGE

Storage facilities were inadequate in at least half of kindergartens.

Fifty-five percent of kindergartens had closets or small rooms for teachers' use.

On average, kindergartens had 38 metres of fixed shelves and 3.4 moveable shelf units.

Kindergartens relied more on shelving for holding and storing equipment and materials than carts. Sixty-one percent of kindergartens had no carts.

Generally, storage facilities were in good condition.

The majority of kindergartens had sufficient hooks for children's clothing. Shortages existed in 18% to 24% of kindergartens.

Nearly half of kindergartens had insufficient storage compartments, cupboards, or lockers for children's use.

RECOMMENDATIONS

- STORAGE FACILITIES SUCH AS SHELVING, MOVEABLE STORAGE CARTS, AND STORAGE ROOMS SHOULD BE A PRIORITY IN ORDER TO ACCOMMODATE THE VARIETY OF MATERIALS AND EQUIPMENT REQUIRED BY A KINDERGARTEN CLASS (16).

- A STORAGE ROOM SHOULD BE LOCATED ADJACENT TO THE KINDERGARTEN ROOM TO ACCOMMODATE MATERIALS AND EQUIPMENT THAT ARE USED ON A ROTATING BASIS (17).

- THERE SHOULD BE AN AREA IN OR NEAR THE CLASSROOM IN WHICH EACH CHILD HAS ROOM FOR PERSONAL BELONGINGS. HOOKS ARE PREFERABLE TO HANGERS (18).

FURNITURE

On average, kindergartens had 9.25 child-size tables and 27 child-size chairs. Tables were mainly non-stacking, while chairs were mainly stacking. The quality and quantity of both tables and chairs were deemed adequate in most cases.

Display tables were not common items in kindergartens. Only 32% had two or more. Nearly one-third of teachers indicated they did not have enough display tables.

In 90% of kindergartens furniture was light, sturdy, and in good condition. Eighty percent of classrooms could be rearranged easily to open up large areas for physical activities.

RECOMMENDATIONS

- IN FURNISHING KINDERGARTENS, TABLES AND CHAIRS SHOULD BE USED RATHER THAN DESKS (19).
- DESIGNATED SEATING ARRANGEMENTS SHOULD NOT BE USED IN THE KINDERGARTEN (20).

LARGE EQUIPMENT: APPLIANCES

The majority of kindergartens had access to stoves (88%) and refrigerators (96%), although these were rarely located in kindergarten classrooms.

RECOMMENDATIONS

- KINDERGARTENS SHOULD HAVE ACCESS TO STOVES AND REFRIGERATORS (21).
- STOVES SHOULD BE LOCATED IN AN AREA IN WHICH THERE IS AMPLE ROOM FOR ALL CHILDREN TO PARTICIPATE IN COOKING EXPERIENCES (22).

SUPPLIES, MATERIALS, AND EQUIPMENT

The majority of kindergartens had access to a variety of audio-visual equipment including record players (100%), cassette decks (100%), listening sets (82%), filmstrip projectors (92%), slide projectors (82%), movie projectors (94%), overhead projectors (92%), screens or projection areas (96%), television monitors (90%), video-cassette receivers, (78%), VCR cameras (51%), and computers (92%). With the exception of record players and cassette decks, most of this equipment was part of the general school supply. The majority of equipment was in good working condition, and supplies were sufficient.

Eighty percent of kindergartens had access to a piano, either in the class classroom (41%) or elsewhere in the school (39%). About a third of teachers used a musical instrument other than a piano (e.g., guitar) with their classes. Rhythm instruments were available to 92% of kindergartens. Most musical instruments were in good condition, and generally teachers were satisfied with their supply, although 20% would like to have more rhythm instruments.

Supplies of balls, games equipment, large equipment, and miscellaneous general physical education equipment were reported to be adequate by three-quarters or more of teachers. On the other hand teachers reported that there were several types of physical education equipment either lacking or in short supply. Percentages of teachers reporting this were: 37% - perceptual motor equipment; 33% - wall climbing units; 71% - portable mini-gyms; and 75% - indoor tunnels.

Physical education equipment was found to be in good condition in more than 90% of kindergartens.

The most common materials, found in more than 80% of classrooms, were: story-books; painting and drawing materials, manipulative/perceptual materials; playhouses and playhouse equipment; dolls and doll equipment; educational games; large blocks and large manipulatives; sandboxes; dress-up materials; and listening materials.

Sixty to 77% of kindergartens contained the following supplies: vehicles; modelling materials; paper and pencil materials; and sorting and classifying materials.

Forty to 59% of classrooms were equipped with: items from nature; puppets; waterplay tables and equipment; housekeeping tools; cushions or mats; food preparation dishes and utensils; non-creative colouring materials; and science materials such as clocks, magnets, measuring instruments.

Less than 40% of kindergartens contained: rocking or other comfortable chairs; store items; woodworking or carpentry materials; puppet theatres; ingredients for food preparation; viewing materials for children; riding toys; and small animals and fish.

Supplies of most materials were deemed to be sufficient by most teachers. Items which more than one-quarter of teachers said were insufficient included playhouse dishes, utensils, housekeeping tools; dolls and doll equipment; listening materials; sorting and classifying materials; large blocks and large manipulatives; puppets and puppet theatres; educational games; dress-up materials; sandplay materials; science materials such as clocks, magnets, etc.; store items; large trucks and vehicles; food preparation materials; cushions, mats, and comfortable chairs; viewing materials; fish and small animals; and riding toys.

Existing materials were in good condition in most kindergartens. Twenty percent or more of teachers judged the following to be in poor condition: dress-up materials; food preparation utensils; playhouse equipment; dolls and doll equipment; puppets; rocking chairs or other comfortable chairs; sandboxes and sandplay items; store materials; large trucks and vehicles; and riding toys.

RECOMMENDATIONS

- KINDERGARTEN CLASSROOMS SHOULD BE EQUIPPED WITH A WIDE VARIETY OF EQUIPMENT AND MATERIALS (23).

- SCHOOL DIVISIONS AND MANITOBA EDUCATION, IN COLLABORATION, SHOULD DEVELOP A LIST OF BASIC EQUIPMENT AND MATERIALS FOR THE KINDERGARTEN (24).

- FUNDING FOR KINDERGARTENS SHOULD BE REVIEWED BY MANITOBA EDUCATION AND SCHOOL DIVISIONS TO ENSURE THAT KINDERGARTENS ARE ALLOCATED FUNDS FOR MATERIALS AND EQUIPMENT IN ACCORDANCE WITH THE BASIC NEEDS OF KINDERGARTEN CLASSES (25).

- THERE SHOULD BE CONSULTATION AND COOPERATION BETWEEN THE KINDERGARTEN TEACHER AND PHYSICAL EDUCATION AND MUSIC TEACHERS TO ENSURE THAT PHYSICAL EDUCATION AND MUSIC EQUIPMENT ARE APPROPRIATE FOR THE KINDERGARTEN (26).

PLANNING AND ORGANIZATION OF CLASSROOM ACTIVITIES

CLASS SIZE

Average class size was 22 children, ranging from a low of five to a high of 33. A third of kindergartens had enrollments of 25 children or more. On average, rural kindergartens were somewhat smaller than urban kindergartens: 19 children compared to 23 children. The Technical Advisory Committee feels that class size should not exceed 20 students. However, the assessment itself did not look specifically at the question of optimal enrollment and therefore, the data analysis does not give any direction to this issue. Optimal enrollment is an issue that should be studied by both Manitoba Education and school divisions.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD STUDY OPTIMAL ENROLLMENT FOR KINDERGARTEN CLASSES AND SHOULD DEVELOP A POLICY ON THIS ISSUE (27).

HOURS AND DAYS OF OPERATION

About three-quarters of kindergartens were half day, and one-quarter were full day. Most full-day kindergartens were located in rural areas and were

the result of busing requirements. Slightly more than half of teachers with full-day kindergartens said they would prefer half days. Most teachers with half-day programs were satisfied with their hours. In this study it was found that some aspects of half-day programming were preferable to full-day alternate day programming. For example, full-day kindergartens tended to use paper and pencil materials more than half-day programming.

RECOMMENDATIONS

- REGARDLESS OF WHETHER CHILDREN ATTEND A HALF-DAY EVERY DAY KINDERGARTEN, OR A FULL-DAY ALTERNATE DAY KINDERGARTEN, PROGRAMMING SHOULD BE BASED ON CHILDREN'S DEVELOPMENTAL NEEDS (28).

PLANNING OF SESSIONS

Kindergarten teachers appear to be undertaking careful planning and are to be commended for their flexibility. Careful planning is essential in order to provide experiences that meet the needs of children of all levels of ability and development.

Written plans, both long-term and short-term, are made by the majority of teachers. Daily plans are "very" detailed for half of teachers and "moderately" detailed for a quarter. Most principals (84%) expect kindergarten teachers to keep a day book, and 22% expect written lesson plans for every kindergarten activity. Most teachers (88%) reported they are flexible about their plans and readily change them to accommodate visitors, unexpected events, children's moods, and teachable moments.

Most of the sessions that were observed during the visitations were planned. Spontaneous sessions occurred in about one-third of kinder- gartens but occupied only 10% of the total time.

RECOMMENDATIONS

- THE EMPHASIS IN PLANNING SHOULD BE ON CREATING A STIMULATING LEARNING ENVIRONMENT TO MEET THE NEEDS OF EACH CHILD. PLANS SHOULD BE FLEXIBLE AND PERMIT THE TEACHER TO RESPOND TO UNSCHEDULED INTERVENTIONS BASED ON THE IMMEDIATE OBSERVATIONS OF CHILDREN'S DEVELOPMENT AND LEARNING NEEDS. CONFINING, TIME-ALLOCATED "LESSON" PLANS SHOULD BE AVOIDED (29).

ENVIRONMENTAL CHANGES

In about half of kindergartens, major changes to the classroom environment

are made on a seasonal basis; in a quarter they are made monthly or more often; and in a quarter they are never made. Moderate changes are made every week in half the kindergartens, once a month in a quarter, and less than once a month in a quarter.

Three-quarters of teachers lack the space, materials, or equipment to establish all the activity centres they would like.

RECOMMENDATIONS

- IN KINDERGARTENS WHERE SPACE IS A PROBLEM, TEACHERS SHOULD BE ENCOURAGED TO ROTATE CENTRES AND TO MONITOR THESE CAREFULLY TO ENSURE THAT THEY ARE WELL STOCKED AND REPAIRED (30).

MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

Two-thirds of kindergarten teachers are very familiar with the sourcebook, Early Childhood: A Time for Learning, A Time for Joy, and 59% use it frequently.

On average, about a third of teachers are "very" familiar with most guides and use them "quite a lot." About half of teachers are "somewhat" familiar with most guides and use them to some degree.

Least familiar to, and least used by teachers, is the K-6 Computer Awareness Guide.

RECOMMENDATIONS

- TEACHERS SHOULD BECOME FAMILIAR ENOUGH WITH THE SOURCEBOOK AND CURRICULUM GUIDES THAT THEY CAN USE THEM AS A BASIS FOR ESTABLISHING ACTIVITY-BASED LEARNING (31).

- TO MAXIMIZE THE USE OF THE SOURCEBOOK AND GUIDES, PROFESSIONAL DEVELOPMENT ACTIVITIES SHOULD BE HELD AT THE DIVISIONAL LEVEL (32).

THEMES

Ninety-two percent of teachers use themes at least some of the time, and 75% believe they are a very effective way of integrating activities. The most common methods by which themes are chosen are "seasonal items and holidays" (88%) and "what the teacher believes the children will find interesting" (75%).

RECOMMENDATIONS

- THE USE OF THEMES SHOULD BE BROADENED TO PLACE LESS EMPHASIS ON SEASONAL ITEMS AND HOLIDAYS AND WHAT THE TEACHER BELIEVES THE CHILDREN WILL FIND INTERESTING, AND MORE EMPHASIS SHOULD BE PLACED ON THEMES WHICH INTEGRATE MATERIAL FROM ALL AREAS OF THE CURRICULA AS SUGGESTED IN THE CURRICULUM GUIDES (33).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF THEMES (34).

ALLOCATION OF TIME

The largest proportion of kindergarten time is spent on whole-group activities. On average, kindergartens have 5.5 whole-group sessions, totalling about an hour and 40 minutes per half day. Observed sessions ranged from 15 minutes to 45 minutes in length.

Play-activity sessions occurred in 94% of kindergartens on the day of observation. The average time was 37 minutes.

Part-group sessions occurred in 29% of classrooms, occupying on average 33 minutes per half day. Sessions ranged from 15 minutes to 45 minutes.

Observations indicate that kindergartens may be spending too much time on whole-group sessions and not enough time on play-activity sessions. Whole-group instruction of 100 minutes per half day is excessive and should be reduced, while play-activity time of 37 minutes is insufficient.

RECOMMENDATIONS

- IN HALF-DAY KINDERGARTENS THERE SHOULD BE A MINIMUM OF ONE HOUR OF UNINTERRUPTED FREE-CHOICE PLAY. KINDERGARTEN CHILDREN LEARN BEST THROUGH PLAY AND MUST BE GIVEN ADEQUATE TIME TO PURSUE SELF-INITIATED ACTIVITIES (35).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF PLAY (36).

CLASSROOM ACTIVITIES: CONTENT

WHOLE-GROUP SESSIONS

The most frequent types of whole-group activities are oral language activities, group instruction, reading stories to the whole class, as well as music and singing. These activities were observed in the majority of classrooms and were reported to be daily activities by the majority of teachers.

The development of listening and speaking skills, cognitive abilities, and reading and writing skills were the primary objectives of observed whole-group activities.

The dialogue and product of whole-group sessions tended to be closed, or partly open and partly closed, rather than open-ended.

RECOMMENDATIONS

- KINDERGARTENS SHOULD SPEND LESS TIME ON WHOLE-GROUP ORAL LANGUAGE ACTIVITIES AND WHOLE-GROUP INSTRUCTION SINCE CHILDREN DEVELOP ORAL LANGUAGE BEST IN SITUATIONS THAT ARE MEANINGFUL TO THEM AND NOT IN TEACHER-DIRECTED, WHOLE-GROUP SITUATIONS (37).

- MOST WHOLE-GROUP TIME SHOULD BE SPENT ON THE FOLLOWING TYPES OF ACTIVITIES: PHYSICAL ACTIVITIES (GYMNASIUM, MOVEMENT AND DANCE, GAMES, OUTDOOR SESSIONS), MUSIC AND SINGING, READING STORIES, FILMS, LIBRARY VISITS, AND PLANNING TIME (38).

PART-GROUP SESSIONS

Part-group sessions occurred in 29% of kindergartens. Most frequently, part-group activities involved arts and crafts, oral language development, and group instruction.

The primary objectives of part-group activities were cognitive development and the development of listening and speaking skills.

Part-group sessions tended to be more structured than either whole-group activities or play activities: more than half (56%) were closed, i.e., the end product was determined and the dialogue was restricted.

RECOMMENDATIONS

- ALTHOUGH THERE ARE SOME SITUATIONS THAT ARE AMENABLE TO PART-GROUP SESSIONS, IN GENERAL PART GROUPS SHOULD BE AVOIDED AS A WAY OF ORGANIZING THE CLASS FOR LARGE PORTIONS OF THE DAY (39).

- WHERE USED, PART GROUPS (SMALL GROUPS) SHOULD BE LOOSELY FORMED AND READILY CHANGED. PERMANENT OR LONG-LASTING ABILITY GROUPS SHOULD BE AVOIDED (40).

PLAY ACTIVITIES

Play activities occurred in 94% of kindergartens.

Primary objectives of observed play activities were the development of fine motor skills, the development of listening and speaking skills, and cognitive development.

Play activities tended to be more open-ended than either whole-group or part-group activities. In about half of kindergartens, play activities were either all open-ended or mostly open-ended. Slightly more than half of all the play activities that were observed in all kindergartens were open-ended.

There were, on average, 7.8 play activities per kindergarten, ranging from none in three classrooms to 15 in one classroom.

The most frequently observed play activity, occurring in two-thirds of kindergartens, involved sorting and classifying.

Three-quarters or more of teachers indicated that the following play activities are available to children for the entire kindergarten year: playing house, drawing and painting, handling large manipulatives, using educational games, artwork construction, manipulative perceptual centres, dress up, and library.

Sandplay was observed in 43% of kindergartens. About half make sandplay available to children for the full ten months of the year.

On average, waterplay activities are made available to children for 5.9 months of the year. One fifth of all kindergartens never have waterplay.

Woodworking or carpentry activities were observed in only 16% of kindergartens. Teachers confirmed these activities occur infrequently. Sixty-one percent said they "never" occur.

Only a third of kindergartens were equipped with playstore materials and playstore activities took place in only 12% of kindergartens on the day of observation. A quarter of teachers reported they "never" provide playstore activities.

Cooking and food preparation were observed in only 6% of kindergartens. A quarter of teachers reported that they never undertake cooking or food preparation activities, and most teachers provide them infrequently.

The observers found that, in art activities, there was often little creativity: all children followed the same directions or outlines for cutting and pasting, producing the same end products.

Materials and Equipment

Frequent Use. Materials and equipment used frequently (several times a week for most of the year in most kindergartens) include materials and/or equipment for artwork construction, painting and drawing, puzzles and games, large and small manipulatives, sorting and classifying, dress-up, playhouse, and listening activities.

Moderate Use. Materials and equipment used moderately often (once a week for most of the year, or several times a week for half the year) include: sandboxes and equipment; modelling materials; pianos and rhythm instruments; physical education materials (perceptual-motor, balls, and large equipment); reading readiness materials (kits, flashcards); language experience charts; and paper and pencil materials.

Infrequent Use. Materials and equipment used infrequently (less than once a week for part of the year; or weekly or more often for three or four months) include: computers, non-creative colouring materials, waterplay equipment and materials, vehicles and toys, puppets, mini-gyms, indoor

tunnels, rest materials, small animals and fish, woodworking and carpentry materials, playstores and equipment, viewing equipment, cooking and food preparation materials, musical instruments other than pianos, sand substitutes, basal readers, and puppets.

Most kindergartens appear to be providing a variety of play activities. Teachers are to be commended for the extensive manner in which they are making use of large and small manipulatives, sorting and classifying materials, and puzzles and educational games.

Also being used extensively are craft construction materials as well as painting and drawing materials. It is encouraging to note that few teachers are using non-creative, duplicated colouring materials.

RECOMMENDATIONS

- BASIC ACTIVITIES. THE FOLLOWING BASIC ACTIVITIES SHOULD BE PROVIDED IN ALL KINDERGARTENS FOR THE FULL TEN MONTHS OF THE YEAR.

    1. PLAY WITH BLOCKS AND LARGE MANIPULATIVES
    2. DRAMATIC PLAY (HOUSE, COMMUNITY, DRESS-UP, RESTAURANT, ETC.)
    3. SANDPLAY
    4. WATERPLAY
    5. LISTENING/LIBRARY
    6. EXPLORATION AND DISCOVERY (MATH/SCIENCE)
    7. ART CONSTRUCTION
    8. USE OF SMALL MANIPULATIVES, GAMES, PUZZLES
    9. WOODWORKING/CARPENTRY/CONSTRUCTION
    10. SPECIAL INTEREST (41).

- DRAMATIC PLAY. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF OTHER TYPES OF ROLE PLAYING SITUATIONS, IN ADDITION TO PLAYHOUSES. FOR EXAMPLE, STORES, SHOPS, AND SERVICES SUCH AS HOSPITALS SHOULD BE SET UP IN CONJUNCTION WITH, OR OCCUR AS SUBSTITUTES FOR, PLAYHOUSES (42).

- OTHER CENTRES. IN ADDITION TO THE TEN CENTRES SPECIFIED ABOVE, OTHER CENTRES INCORPORATING SUCH ACTIVITIES AS COOKING, USE OF COMPUTERS, OR PHYSICAL ACTIVITIES SHOULD BE ADDED TEMPORARILY, OR PERMANENTLY, DEPENDING ON AVAILABLE SPACE AND EQUIPMENT, AND THE PARTICULAR NEEDS OF THE CHILDREN (43).

- COOKING AND FOOD PREPARATION. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF COOKING AND FOOD PREPARATION ACTIVITIES. (44).

- PAPER AND PENCIL MATERIALS. THE USE OF STENCILED WORKSHEETS AND WORKBOOKS SHOULD BE DISCOURAGED IN KINDERGARTENS. THESE ARE INAPPROPRIATE FOR BOTH HALF-DAY AND FULL-DAY KINDERGARTENS (45).

- CREATIVE WRITING CENTRES. THESE PERMIT CHILDREN TO CREATE AND WRITE THEIR OWN STORIES AND SHOULD BE ENCOURAGED. PAPER AND A VARIETY OF WRITING INSTRUMENTS (PENCILS, MARKERS) SHOULD BE AVAILABLE FOR CHILDREN WHO CHOOSE TO WRITE OR DICTATE STORIES (46).

- PUPPETS. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF PUPPETS AND PUPPET THEATRES (47).

- ARTS AND CRAFTS. ART ACTIVITIES SHOULD BE MORE OPEN-ENDED, ALLOWING CHILDREN TO EXERCISE CREATIVITY AND SPONTANEITY (48).

- ALL CENTRES SHOULD BE EQUIPPED WITH A VARIETY OF MATERIALS AND EQUIPMENT, FROM SIMPLE TO COMPLEX (49).

FIELD TRIPS

Field trips appear to be important components of the overall activities of kindergartens. On average, kindergartens made six school or school grounds excursions; four nature walks away from the school grounds; and six trips to other places or events. Most teachers believe field trips and outings are effective ways of increasing the experiences of kindergarten children.

RECOMMENDATIONS

- THE CONTINUED USE OF FIELD TRIPS AND OUTINGS IS RECOMMENDED (50).

TEACHER-CHILD INTERACTION

TYPES OF TEACHER PARTICIPATION

The types of teacher participation, placed in order according to the total amount of time that they occupied during the observations, were: 1) asking questions, getting children to talk, verifying comprehension; 2) instructing, explaining, demonstrating; 3) conversing, encouraging spontaneous expression, answering questions; 4) praising, encouraging, comforting; 5) giving orders, disciplining; and 6) engaging, alongside children, in games or activities.

Teachers are to be commended for the extent to which they provided "praise, encouragement, and comfort" to their children. Although this ranked number four in terms of the actual amount of time it occupied, it occurred in more sessions than any other type of participation.

It is also encouraging to note the relative infrequency with which teachers "gave orders and disciplined" children on the day of observation.

The types of teacher participation that were observed during different types of sessions lends some support to the contention that play-activity sessions may be better vehicles for oral language development than whole- group sessions. Teachers were more inclined to "instruct, explain, and demonstrate" during whole-group sessions than during play-activity sessions. On the other hand, play-activity sessions saw more "conversation, spontaneous expression, and answering of questions" than whole-group sessions.

VERBAL INTERACTION

Verbal interaction during whole-group sessions tended to be dominated by the teacher rather than the children. In play-activity sessions the children did most of the talking. The Technical Advisory Committee suggests that play-activity sessions are more appropriate for oral language development.

RECOMMENDATIONS

- KINDERGARTEN ACTIVITIES SHOULD MAXIMIZE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT (51).

These findings support the previous recommendation that the amount of time allocated to play-activity sessions should be increased.

- DURING PLAY/ACTIVITY SESSIONS TEACHERS SHOULD JOIN INTO THE ACTIVITIES OF INDIVIDUALS OR SMALL GROUPS AS THIS INCREASES THE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT (52).

TYPES OF CHILD PARTICIPATION

Creativity and initiative were not as prevalent to the observers as other aspects of child participation such as the ease between children and teachers, respect for materials, perseverance, interest, and enthusiasm.

RECOMMENDATIONS

- IF TEACHERS WISH TO INCREASE OPPORTUNITIES FOR CREATIVITY AND INITIATIVE, PRODUCT-ORIENTED ART, WORKSHEET ACTIVITIES, AND WHOLE-GROUP LESSONS SHOULD BE DISCOURAGED (53).

CHOICE OF ACTIVITIES

Group Sessions

Generally, kindergarten children are expected to participate in group sessions.

Play Activities

Free choice is the most common method of assigning children to activities during play sessions. However, there are usually limits to the number of children that are allowed to participate in specific activities at the same

time. It is also common for teachers to make suggestions to children or attempt to influence their choices of activities.

About three-quarters of teachers occasionally assign children to activities or restrict their choices to two or three activities. In about a quarter of kindergartens, teachers do this daily. When this occurs, children are usually allowed to choose some of their activities, while the teacher assigns them to others. It is rare for children to be given no choice.

Planning Sessions. About half of kindergartens usually have a whole-class planning session prior to the main play-activity session; another quarter sometimes do. Planning sessions were observed more frequently in kindergartens where children had no choice or a restricted choice of activities than in kindergartens where children could choose freely.

Planning sessions are important vehicles by which children learn to set priorities and make choices; therefore, they should be encouraged. They are, however, as important for free choice situations as for restricted choice situations. Observations suggest that planning sessions may be overemphasized as vehicles for "guiding" or "restricting" the choice of children.

Movement. In the majority of kindergartens children are allowed to move from one activity to another, provided space is available and rules such as finishing tasks or putting materials away are followed. Only rarely (6% of kindergartens) are children required to change activities at periodic intervals.

Clean-up. In most kindergartens (approximately 80%), clean-up is accomplished by the whole class at the end of the play-activity session. In about half of kindergartens, children also clean up after themselves during the play-activity session, particularly if they wish to change activities. In a few cases (approximately 10%), clean-up is carried out by the teacher or paraprofessional.

Record Keeping. About a third of teachers keep daily records of the play activities each child undertakes; another quarter keep occasional records. Primarily, teachers use this information to assess the needs and interests of children and to provide information for reporting to parents.

RECOMMENDATIONS

- GROUP SESSIONS. BOTH WHOLE-GROUP AND PART-GROUP SESSIONS SHOULD ALLOW CHILDREN SOME CHOICES (54).

- PLAY ACTIVITIES. DURING PLAY/ACTIVITY SESSIONS, TEACHERS SHOULD MAXIMIZE OPPORTUNITIES FOR CHILDREN TO CHOOSE FREELY FROM A WIDE VARIETY OF ACTIVITIES, EQUIPMENT, AND MATERIALS (55).

- PLANNING. PLANNING SESSIONS SHOULD NOT BE USED TO RESTRICT THE CHOICES OF CHILDREN, BUT RATHER TO ENABLE CHILDREN TO LEARN TO SET PRIORITIES AND MAKE CHOICES (56).

- MOVEMENT. DURING ACTIVITY SESSIONS, CHILDREN SHOULD GENERALLY BE ALLOWED TO MOVE FREELY FROM ONE ACTIVITY TO ANOTHER (57).

- CLEAN-UP. CHILDREN SHOULD BE ENCOURAGED TO PARTICIPATE IN CLEAN-UP, WHETHER IT OCCURS AT THE END OF AN ACTIVITY OR AT THE END OF PLAY TIME. THIS SHOULD BE A POSITIVE EXPERIENCE FOR BOTH THE CHILDREN AND THE TEACHER (58).

- RECORD KEEPING. THE PRIMARY PURPOSE FOR OBSERVATION AND RECORD KEEPING SHOULD BE TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS. IT IS RECOMMENDED THAT SCHOOL DIVISIONS EXPAND THE OPPORTUNITY FOR TEACHERS TO DEVELOP OBSERVATION AND RECORD-KEEPING SKILLS THROUGH PROFESSIONAL DEVELOPMENT ACTIVITIES (59).

ASSESSMENT OF KINDERGARTEN CHILDREN

ASSESSMENT OF STUDENTS

Ninety-four percent of teachers keep records of children's progress. The most frequent assessment techniques, used weekly or more often by about half of teachers, are "recording general observations" and "recording anecdotes". Saving samples of children's work, completing checklists, and administering oral tests are occasionally used in most classrooms, while paper and pencil tests are rarely used.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS TO BECOME SKILLED IN A WIDE RANGE OF ASSESSMENT TECHNIQUES THAT ARE BASED ON A SOUND KNOWLEDGE OF CHILD DEVELOPMENT (60).

- THE PURPOSE OF ASSESSMENT SHOULD BE TO PLAN PROGRAMMING THAT IS BASED ON CHILDREN'S NEEDS (61).

TESTING OF CHILDREN

Fifty-seven percent of teachers reported that commercial or divisional tests had been, or would be, administered to kindergarten children during

the year. In most instances (65%), the tests were selected by someone other than the kindergarten teacher. They were most often administered by the teacher (55%), the resource teacher (24%), or both the kindergarten and resource teachers (7%).

Principals and teachers reported that test results are most commonly used to determine strengths and weaknesses, identify needs and determine readiness and placements for grade one.

A large number of tests (27) were named by teachers and principals with no single test being used in a majority of kindergartens. The most frequently identified test was the Metropolitan Readiness Test which was named by about a quarter of all teachers and principals, or nearly half of those who use tests.

Teachers pointed out that test results are always used in conjunction with other forms of teacher assessment when making placements or determining readiness. This is encouraging. Placements should never be made on the basis of test results alone, as these do not provide a true picture of a child's maturity or skills.

RECOMMENDATIONS

- IF FORMAL (COMMERCIAL) TESTS ARE TO BE USED IN KINDERGARTENS, THE KINDERGARTEN TEACHER SHOULD BE INVOLVED IN THE DECISION-MAKING PROCESS AT BOTH THE SCHOOL AND DIVISIONAL LEVELS (62)

- PLACEMENT DECISIONS SHOULD NOT BE BASED SOLELY ON THE RESULTS OF FORMAL TESTS. A TEAM APPROACH TO PLACEMENT DECISIONS USING A VARIETY OF ASSESSMENT TECHNIQUES IS RECOMMENDED (63).

PARENTS: REPORTING AND COMMUNICATING

Three-quarters of teachers prepare written reports for parents. Most reports are either structured, or both narrative and structured. Ninetythree percent of teachers who do not prepare written reports teach in urban kindergartens.

The most frequent items on written report forms are in the areas of personal and social growth. These are reported on 81% of written forms. About half the forms report academic and physical growth, while a third contain items specifically related to language skills and reading readiness.

The content and form of written reports varies greatly throughout the province.

Parent-teacher interviews or conferences are scheduled in 84% of kindergartens, usually two or three times a year. These conferences are well

attended by parents: the majority of teachers (88%) indicated that more than 80% of parents attend.

A large proportion of kindergarten teachers are in contact with parents monthly or more often through bulletins and announcements (79%), notes and telephone calls about individual children (69%), and newsletters (59%). Most kindergartens (94%) hold special parent events several times a year (88%) and orientation meetings once or twice a year (67%).

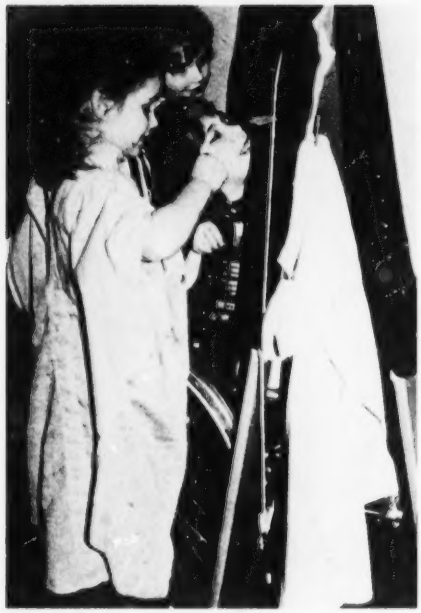
Communications between teachers and parents appear to be excellent in most kindergartens. The frequent contact and high rates of parent attendance at teacher-parent conferences are noteworthy. The two-thirds of kindergartens that hold orientation meetings are to be commended. Other kindergartens should be encouraged to do the same, as these are a valuable means by which parents can learn about the value of play and the purposes of the kindergarten program.

It is also encouraging to note that more emphasis is being placed on parent-teacher conferences than on written reports. Written reports are best used in conjunction with teacher-parent conferences, rather than alone.

RECOMMENDATIONS

- COMMUNICATIONS BETWEEN PARENTS AND THE KINDERGARTEN TEACHER SHOULD BE ONGOING AND FREQUENT. COMMUNICATIONS SHOULD NOT BE LIMITED TO THE ISSUING OF PERIODIC WRITTEN REPORTS OR FORMALLY SCHEDULED PARENT-TEACHER "REPORTING" CONFERENCES. A WIDE VARIETY OF TYPES OF CONTACTS, COMMUNICATIONS, AND PARENT PARTICIPATION SHOULD BE ENCOURAGED (64).

- WHERE WRITTEN REPORTS ARE USED, THEY SHOULD BE ANECDOTAL AND SHOULD BE USED IN CONJUNCTION WITH PARENT-TEACHER CONFERENCES (65).



DIVERSITY

ENTRY AGE

The entry age for most kindergartens in Manitoba is five years on or before November 1st to December 31st. Nearly half of schools make exceptions to the age requirement for children with special needs.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE THE ISSUE OF KINDERGARTEN ENTRANCE TO ESTABLISH CONSISTENT, YET FLEXIBLE, ADMISSION PROCEDURES THROUGHOUT THE PROVINCE (66).

PRE-KINDERGARTENS

Pre-kindergarten programs were located in 27% of schools. Most were funded by the school divisions.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE PRE-KINDERGARTEN PROGRAMS IN TERMS OF STAFFING, FUNDING, AND PROGRAMMING NEEDS. THIS INVESTIGATION SHOULD INVOLVE COMMUNITY SERVICES, HEALTH, AND EDUCATION PERSONNEL (67).

CHILD CARE SERVICES

Nearly two-thirds of kindergartens had one or more children that attended child-care programs. Three-quarters of programs with no children in child care were located in rural areas.

Usually classrooms contained one to three children that attended child care.

About two-thirds of teachers with children in child care had been in contact with child-care personnel over the year to discuss programming, or the personal or emotional needs of particular children. Teachers reported no difficulties in coordinating the services of the kindergarten with child-care services.

RECOMMENDATIONS

- COMMUNICATIONS BETWEEN KINDERGARTEN TEACHERS AND CHILD-CARE PERSONNEL SHOULD BE ENCOURAGED (68).

LANGUAGE

In about a third of English language programs, all children's first language was English. In two-thirds there were some children (usually one or two), whose first language was not English. The most common other languages were Native languages, Vietnamese, Pilipino, and German.

Sixteen percent of English language programs provided instruction in French, and 5% provided instruction in a Native language. This instruction was usually short, occupying less than 15 minutes per day.

A third of English language programs had at least one child who spoke little or no English on entry. In most of these classrooms, there were "one to three" non-English speaking children. In most cases English language development was provided to non-English speaking children entirely by the kindergarten teacher. In a few kindergartens, children received ESL instruction for 15 to 30 minutes per day from an ESL or resource teacher.

RECOMMENDATIONS

- WHEN CHILDREN RECEIVE ASSISTANCE FROM AN ESL OR RESOURCE TEACHER, THIS SHOULD OCCUR WITHIN THE KINDERGARTEN CLASSROOM WHERE LANGUAGE DEVELOPMENT CAN BE STIMULATED BY A RICH ENVIRONMENT. CHILDREN SHOULD NOT BE REMOVED FROM THE CLASSROOM TO RECEIVE SPECIAL ASSISTANCE (69).

- SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF LANGUAGE ACQUISITION AND DEVELOPMENT AS WELL AS IN THE AREA OF THE SIGNIFICANCE OF LANGUAGE IN A CHILD'S DEVELOPMENT (70).

CULTURAL AND SOCIAL DIVERSITY

In general, the activities, materials, and room decorations that were observed in Manitoba kindergartens did not reflect diversity.

The majority of teachers believe that it is important for activities and materials to reflect cultural groups that are represented in the classroom, cultural groups in general, diverse family situations, different physical and mental capacities, and non-discriminatory sex roles. Less than half of teachers believe that it is important for materials and activities to reflect diverse religious groups or diverse economic/social classes.

Although teachers attach importance to reflecting various types of diversity, only half said they attempt to do this. In kindergartens where teachers do attempt to reflect diversity through activities and materials, they do this infrequently, usually monthly or less than monthly.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF CULTURAL AND SOCIAL DIVERSITY (71).

SPECIAL NEEDS

Seventy-one percent of Manitoba kindergarten teachers reported they had children with special needs that required special programming or assistance. The average number of children per classroom was two.

The most common type of need reported by teachers was speech or speech therapy. Forty-one percent of classrooms had children with this type of need. In two-thirds of these classrooms, children received regular assistance from speech therapists or speech pathologists. In the remaining one-third, programming was provided entirely by the kindergarten teacher, with the advice of speech therapists.

Twelve percent of kindergartens had children with "language" and "resource" needs. In most instances, these children spent 15 to 30 minutes per day with resource teachers.

Sixteen percent of kindergartens had children with "mental, physical, or multiple" needs for which a "special needs" aide was provided.

Twenty-two percent of kindergarten teachers reported they had children with a variety of other special needs. About half of these had the services of a paraprofessional, although the paraprofessional was assigned to the kindergarten on the basis of class size rather than the special needs of the children. Programming for these children was provided entirely by the kindergarten teacher with advice from a variety of specialists and consultants.

The most frequent types of support personnel assisting kindergarten teachers were speech therapists and pathologists, hearing specialists, resource teachers, and psychologists. Most contacts with these support personnel were to discuss the progress of children and to receive help with programming.

The majority of teachers reported receiving enough help with special needs from Manitoba Education, other departments and agencies, school divisions, parents, and volunteers and volunteer agencies. About a quarter of teachers would like more help from Manitoba Education, other departments and agencies, and volunteers or volunteer agencies. Teachers suggested a variety of ways in which assistance from support personnel could be improved. The most common suggestion was that support personnel spend more time working directly with children.

RECOMMENDATIONS

- A TEAM APPROACH INVOLVING TEACHERS, PARENTS, AND RESOURCE SUPPORT PERSONNEL SHOULD BE USED TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS (72).

- RESOURCE AND SUPPORT PERSONNEL SHOULD SPEND MORE TIME WORKING DIRECTLY WITH CHILDREN WITHIN THE CLASSROOM (73).

STAFFING

KINDERGARTEN TEACHERS

At the time of the assessment, about two-thirds of kindergarten teachers were teaching kindergarten only; one-third were also teaching other grade levels or subject areas.

Nearly half of teachers held a Bachelor of Education degree or a Bachelor of Education plus a second degree; a quarter held another Bachelor's degree plus a teaching certificate; and a quarter held no degree.

The majority of teachers (82%) received all or part of their university training in Manitoba.

About a third of teachers said they were "very well" prepared to teach kindergarten by their university training; a third were "adequately" prepared; and a third were "not at all" prepared.

Sixteen percent of teachers had received no university training in early childhood, and another 16% had completed only one or two courses.

On average, kindergarten teachers had 14.5 years of teaching experience, and 8.3 years of experience teaching in the kindergarten. Most (72%) had taught grade levels other than kindergarten.

Most teachers have received in-service training in early childhood, particularly in the areas of language development, math, and art. Three-quarters of teachers identified areas in which they would like additional training, the most frequent being language development, assessment and evaluation, and special needs.

RECOMMENDATIONS

- CONSIDERING THAT ONE-THIRD OF TEACHERS FELT INADEQUATELY PREPARED BY THEIR UNIVERSITY TRAINING TO TEACH KINDERGARTEN, MANITOBA EDUCATION SHOULD COLLABORATE WITH FACULTIES OF EDUCATION AT MANITOBA UNIVERSITIES TO EXPAND THE EARLY CHILDHOOD PROGRAM (74).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO HIRE TEACHERS WITH EARLY CHILDHOOD TRAINING (75).

- SCHOOL DIVISIONS SHOULD PROVIDE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN THE AREA OF EARLY CHILDHOOD EDUCATION (76).

SPECIALIST TEACHERS

The majority of kindergartens (82%) have the services of one or more specialist teachers, the most common being physical education teachers (51%), librarians (43%), and music teachers (35%).

RECOMMENDATIONS

- SPECIALIST TEACHERS SHOULD PARTICIPATE IN THE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY THE SCHOOL DIVISIONS AND MANITOBA EDUCATION (77).

PARAPROFESSIONALS

Nearly half the kindergartens had the services of a paraprofessional: full-time in 27% and part-time in 20%.

The main reasons for employing paraprofessionals are class size and special needs. Three-quarters of those classes having 25 or more students had the services of a paraprofessional.

The most frequent activities of paraprofessionals are assisting small groups with arts and crafts and supervising or playing with children during free play periods.

Teachers who are assisted by paraprofessionals placed a high value on their services. Eighty-nine percent said the aide is absolutely essential. In comparison, only 21% of teachers without aides said an aide is absolutely essential in order to run the program the way it should be run.

Slightly more than half of teachers (51%) said they did not think paraprofessionals were sufficiently trained in early childhood education. Most often these teachers suggested paraprofessionals should receive training in child development.

RECOMMENDATIONS

- THE PRACTICE OF PROVIDING PARAPROFESSIONALS FOR LARGE CLASSES RATHER THAN DIVIDING THE CLASS INTO TWO SHOULD BE CAREFULLY MONITORED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION. PARAPROFESSIONALS SHOULD NOT BE USED TO JUSTIFY LARGE CLASS SIZES (78).

- PARAPROFESSIONALS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF EARLY CHILDHOOD EDUCATION (79).

- MANITOBA EDUCATION SHOULD COLLABORATE WITH COLLEGES TO INVESTIGATE THE FEASIBILITY OF AN EARLY CHILDHOOD PARAPROFESSIONAL CERTIFICATE PROGRAM (80).

- TEACHERS SHOULD RECEIVE PROFESSIONAL DEVELOPMENT TRAINING IN HOW TO WORK WITH PARAPROFESSIONALS (81).

- MANITOBA EDUCATION, SCHOOL DIVISIONS, AND THE MANITOBA TEACHERS' SOCIETY SHOULD COLLABORATE TO ESTABLISH GUIDELINES ON WHAT PARAPROFESSIONALS SHOULD BE DOING IN THE KINDERGARTEN CLASSROOM (82).

ADULT VOLUNTEERS

A third of kindergartens have frequent adult volunteer involvement (weekly or more often); two thirds have occasional or no involvement.

In about two-thirds of kindergartens, the parents (or other adult family members) of some children have been involved, at least occasionally. Usually only a few parents are involved (10-20%). In a few kindergartens, parents of more than half the children have been involved.

The most common activity of adult volunteers is assisting small groups with arts and crafts activities.

RECOMMENDATIONS

- THE USE OF ADULT VOLUNTEERS SHOULD BE ENCOURAGED, NOT ONLY TO ASSIST THE TEACHER, BUT ALSO TO ENHANCE COMMUNICATION BETWEEN THE HOME AND THE SCHOOL (83).

STUDENT VOLUNTEERS

Student volunteers are involved in 59% of kindergartens. Most frequently, involvement comes from other elementary students who supervise kindergarten children at recess and before school, or provide housekeeping or clerical assistance for the kindergarten teacher.

RECOMMENDATIONS

- CARE SHOULD BE TAKEN TO ENSURE THAT STUDENT VOLUNTEERS PERFORM ACTIVITIES THAT ARE APPROPRIATE FOR THEIR AGE LEVEL. THESE MIGHT INCLUDE HOUSEKEEPING, CLERICAL WORK, PLAYING WITH CHILDREN, HELPING WITH COATS AND BOOTS, AND ASSISTING WITH TASKS UNDER THE SUPERVISION OF THE TEACHER. STUDENT VOLUNTEERS SHOULD NOT BE RESPONSIBLE FOR SUPERVISING KINDERGARTEN CHILDREN (84).

ADMINISTRATION

ENTRY SYSTEM

Nearly two-thirds of kindergartens used a staggered entry system in 1984-85. Most of these introductory periods (66%) were short, lasting less than a week. Teachers and principals who used a staggered system reported that it worked well and that they will use it again next year.

RECOMMENDATIONS

- THE GRADUAL ENTRANCE OF KINDERGARTEN CHILDREN SHOULD BE ENCOURAGED. SCHOOL DIVISIONS SHOULD INVESTIGATE ALTERNATIVE MODELS OF GRADUAL ENTRANCE (85).

LUNCH PERIOD

In most all-day kindergartens, children remain at the school for lunch. Activities over the lunch period most often consist of free play, either indoors or, weather permitting, outdoors. Supervision is most commonly done by the kindergarten teacher, sometimes with the assistance of paraprofessionals or student volunteers.

ADMINISTRATION

In the majority of kindergartens, principals make no special administrative arrangements for the kindergarten in the areas of washrooms, gymnasiums, music rooms, libraries, and maintenance services. Between a third and a half of principals see administration of the kindergarten as requiring special arrangements in the following areas: playground, equipment, use of paraprofessionals, use of volunteers, and transportation.

POSITION OF KINDERGARTEN WITHIN SCHOOL

Most principals (71%) see the kindergarten as different from the rest of the school; 49% view it as somewhat special; and 22% find it quite different. Kindergartens are seen as being less structured, less academic, and as having somewhat different goals. Principals cited social development as a main purpose of kindergartens, followed by orientation to school, and academic readiness.

CHOICE OF KINDERGARTEN TEACHER

When choosing a kindergarten teacher, three-quarters of principals seek someone who is warm, loving, patient, and open. About half of principals look for someone with training and knowledge of early childhood.

Most principals (80%) would apply the same criteria when choosing a teacher for the other early grades.

PARTICIPATION IN SCHOOL LIFE

All kindergartens are invited to participate in school and school-community events, usually at the discretion of the kindergarten teacher. In most cases, the kindergarten does participate.

RECOMMENDATIONS

- THE KINDERGARTEN SHOULD BE VIEWED AS AN INTEGRAL PART OF THE EARLY SCHOOL YEARS AND SHOULD PARTICIPATE IN SCHOOL AND SCHOOL-COMMUNITY EVENTS (86).

COMMUNICATIONS

Most kindergarten teachers (82%) attend staff meetings monthly or more often to discuss general concerns, discipline, school rules and routines, and special programs and events.

Meetings with the principal are held as the need arises in most schools (78%), mainly to discuss specific children or specific concerns. The extent to which teachers attend school team meetings varies widely: 12%

never attend, 14% attend monthly or more, and 39% attend as the need arises. Eighteen percent attend. The main purpose of these meetings is to discuss regular programming and curriculum.

Between-school meetings are attended by about two-thirds of teachers, although most do not attend on a regularly scheduled basis. Forty-one percent attend these as the need arises, 18% attend once or twice a year, 12% attend monthly or more often, and 29% never attend.

Less than half of kindergartens (41%) have a kindergarten association or committee in their area. These associations are more common in urban areas than rural areas.

RECOMMENDATIONS

- KINDERGARTEN TEACHERS SHOULD BE CONSIDERED PART OF THE EARLY SCHOOL YEARS TEAM AND SHOULD ATTEND REGULAR TEAM MEETINGS (87).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO ESTABLISH KINDERGARTEN AND/OR EARLY SCHOOL YEARS SUPPORT GROUPS (88).

PROFESSIONAL DEVELOPMENT

All kindergarten teachers are encouraged by their principals to engage in professional development activities, the most frequent being workshops and courses. About two-thirds of principals also encourage personal readings and research, attendance at congresses or conferences, and teacher exchanges or visits. A third encourage study leaves or sabbaticals.

Most school divisions provide some professional development days. These range from two to eleven.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD CONTINUE TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF KINDERGARTEN TEACHERS, IN COOPERATION WITH MANITOBA EDUCATION AND THE MANITOBA TEACHERS' SOCIETY (89).

- SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION IN THE AREA OF EARLY CHILDHOOD EDUCATION (90).

APPENDIX

RECOMMENDATIONS - CHAPTER 2

These recommendations are grouped according to the chapter in which they appear in the General Report.

1. THE PROVISION OF DOUBLE CLASSROOMS FOR KINDERGARTEN AREAS SHOULD BE ENCOURAGED AS ONE WAY OF PROVIDING ADEQUATE SPACE IN EXISTING FACILITIES.

2. NEW FACILITIES SHOULD BE AT LEAST 95 SQUARE METRES, EXCLUDING STORAGE SPACE, REGARDLESS OF ENROLLMENT.

3. KINDERGARTEN ROOMS SHOULD ALLOW FOR A VARIETY OF ACTIVITY CENTRES.

4. KINDERGARTEN ROOMS SHOULD HAVE BOTH TILED AREAS AND CARPETED AREAS. AN ACCEPTABLE RATIO OF TILE TO CARPETED AREA WOULD BE APPROXIMATELY 50:50.

5. THE MAJOR EMPHASIS IN ROOM DECORATIONS SHOULD BE ON CHILDREN'S WORK RATHER THAN COMMERCIAL OR TEACHER'S WORK.

6. IN THE PLANNING OF NEW FACILITIES, BATHROOMS SHOULD BE LOCATED WITHIN THE KINDERGARTEN AREA.

7. IN THE PLANNING OF NEW FACILITIES, THERE SHOULD BE A SEPARATE OUTSIDE ENTRANCE FOR KINDERGARTEN STUDENTS, LOCATED NEAR THE OUTDOOR RECREATIONAL AREA.

8. DOOR HANDLES SHOULD BE AT CHILDREN'S LEVEL AND DOORS SHOULD BE EASILY OPENED BY CHILDREN. IN EXISTING FACILITIES, THE SAFETY AND READY ACCESSIBILITY OF DOORS SHOULD BE EXAMINED AND, IF REQUIRED, THE NECESSARY ALTERATIONS MADE.

9. KINDERGARTEN TEACHERS SHOULD HAVE ACCESS TO THE SPECIAL FACILITIES OF THE SCHOOL, SUCH AS THE GYMNASIUM, MUSIC ROOM, OR LIBRARY, AND THE SAME OPPORTUNITY AS OTHER TEACHERS TO USE THEM.

10. THERE SHOULD BE AN OUTDOOR PLAYGROUND AREA LOCATED NEAR THE KINDERGARTEN.

11. THE PLAYGROUND SHOULD BE EQUIPPED WITH FIXED AND MOBILE OUTDOOR RECREATIONAL EQUIPMENT THAT IS SAFE AND APPROPRIATE FOR EARLY SCHOOL YEARS CHILDREN.

12. KINDERGARTENS SHOULD HAVE BOTH FIXED AND MOVEABLE BULLETIN BOARD SPACE AT CHILDREN'S HEIGHT. THERE SHOULD BE ENOUGH BULLETIN BOARDS TO ALLOW TEACHERS TO DISPLAY SOME OF EACH CHILD'S WORK AT ALL TIMES.

13. THERE SHOULD BE MORE FIXED BULLETIN BOARDS THAN CHALKBOARDS.

14. KINDERGARTENS SHOULD HAVE AT LEAST FOUR CONVENIENTLY LOCATED DOUBLE ELECTRICAL OUTLETS IN EACH CLASSROOM.

15. KINDERGARTENS SHOULD HAVE SUFFICIENT DIVIDERS, AT CHILDREN'S HEIGHT, TO PROVIDE FLEXIBILITY IN THE USE OF SPACE AS WELL AS THE DESIGNATION OF AREAS FOR ACTIVITY CENTRES. (THIS CAN INCLUDE PORTABLE DIVIDERS, MOVEABLE CHALKBOARDS, OR MOVEABLE BULLETIN BOARDS.)

16. STORAGE FACILITIES SUCH AS SHELVING, MOVEABLE STORAGE CARTS, AND STORAGE ROOMS SHOULD BE A PRIORITY IN ORDER TO ACCOMMODATE THE VARIETY OF MATERIALS AND EQUIPMENT REQUIRED BY A KINDERGARTEN CLASS.

17. A STORAGE ROOM SHOULD BE LOCATED ADJACENT TO THE KINDERGARTEN ROOM TO ACCOMMODATE MATERIALS AND EQUIPMENT THAT ARE USED ON A ROTATING BASIS.

18. THERE SHOULD BE AN AREA IN OR NEAR THE CLASSROOM IN WHICH EACH CHILD HAS ROOM FOR PERSONAL BELONGINGS. HOOKS ARE PREFERABLE TO HANGERS.

19. IN FURNISHING KINDERGARTENS, TABLES AND CHAIRS SHOULD BE USED RATHER THAN DESKS.

20. DESIGNATED SEATING ARRANGEMENTS SHOULD NOT BE USED IN THE KINDERGARTEN.

21. KINDERGARTENS SHOULD HAVE ACCESS TO STOVES AND REFRIGERATORS.

22. STOVES SHOULD BE LOCATED IN AN AREA IN WHICH THERE IS AMPLE ROOM FOR ALL CHILDREN TO PARTICIPATE IN COOKING EXPERIENCES.

23. KINDERGARTEN CLASSROOMS SHOULD BE EQUIPPED WITH A WIDE VARIETY OF EQUIPMENT AND MATERIALS.

24. SCHOOL DIVISIONS AND MANITOBA EDUCATION, IN COLLABORATION, SHOULD DEVELOP A LIST OF BASIC EQUIPMENT AND MATERIALS FOR THE KINDERGARTEN.

25. FUNDING FOR KINDERGARTENS SHOULD BE REVIEWED BY MANITOBA EDUCATION AND SCHOOL DIVISIONS TO ENSURE THAT KINDERGARTENS ARE ALLOCATED FUNDS FOR MATERIALS AND EQUIPMENT IN ACCORDANCE WITH THE BASIC NEEDS OF KINDERGARTEN CLASSES.

26. THERE SHOULD BE CONSULTATION AND COOPERATION BETWEEN THE KINDERGARTEN TEACHER AND PHYSICAL EDUCATION AND MUSIC TEACHERS TO ENSURE THAT PHYSICAL EDUCATION AND MUSIC EQUIPMENT ARE APPROPRIATE FOR THE KINDERGARTEN.

RECOMMENDATIONS - CHAPTER 3

27. MANITOBA OF EDUCATION AND SCHOOL DIVISIONS SHOULD STUDY OPTIMAL ENROLLMENT FOR KINDERGARTEN CLASSES AND SHOULD DEVELOP A POLICY ON THIS ISSUE.

28. REGARDLESS OF WHETHER CHILDREN ATTEND A HALF-DAY EVERY DAY KINDERGARTEN, OR A FULL-DAY ALTERNATE DAY KINDERGARTEN, PROGRAMMING SHOULD BE BASED ON CHILDREN'S DEVELOPMENTAL NEEDS.

29. THE EMPHASIS IN PLANNING SHOULD BE ON CREATING A STIMULATING LEARNING ENVIRONMENT TO MEET THE NEEDS OF EACH CHILD. PLANS SHOULD BE FLEXIBLE AND PERMIT THE TEACHER TO RESPOND TO UNSCHEDULED INTERVENTIONS BASED ON THE IMMEDIATE OBSERVATIONS OF CHILDREN'S DEVELOPMENT AND LEARNING NEEDS. CONFINING, TIME-ALLOCATED "LESSON" PLANS SHOULD BE AVOIDED.

30. IN KINDERGARTENS WHERE SPACE IS A PROBLEM, TEACHERS SHOULD BE ENCOURAGED TO ROTATE CENTRES AND TO MONITOR THESE CAREFULLY TO ENSURE THAT THEY ARE WELL STOCKED AND REPAIRED.

31. TEACHERS SHOULD BECOME FAMILIAR ENOUGH WITH THE SOURCEBOOK AND CURRICULUM GUIDES THAT THEY CAN USE THEM AS A BASIS FOR ESTABLISHING ACTIVITY-BASED LEARNING.

32. TO MAXIMIZE THE USE OF THE SOURCEBOOK AND GUIDES, PROFESSIONAL DEVELOPMENT ACTIVITIES SHOULD BE HELD AT THE DIVISIONAL LEVEL.

33. THE USE OF THEMES SHOULD BE BROADENED TO PLACE LESS EMPHASIS ON SEASONAL ITEMS AND HOLIDAYS AND WHAT THE TEACHER BELIEVES THE CHILDREN WILL FIND INTERESTING, AND MORE EMPHASIS ON THEMES WHICH INTEGRATE MATERIAL FROM ALL AREAS OF THE CURRICULA AS SUGGESTED IN THE CURRICULUM GUIDES.

34. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF THEMES.

35. IN HALF-DAY KINDERGARTENS THERE SHOULD BE A MINIMUM OF ONE HOUR OF UNINTERRUPTED FREE-CHOICE PLAY. KINDERGARTEN CHILDREN LEARN BEST THROUGH PLAY AND MUST BE GIVEN ADEQUATE TIME TO PURSUE SELF-INITIATED ACTIVITIES.

36. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF PLAY.

RECOMMENDATIONS - CHAPTER 4

37. KINDERGARTENS SHOULD SPEND LESS TIME ON WHOLE-GROUP ORAL LANGUAGE ACTIVITIES AND WHOLE-GROUP INSTRUCTION SINCE CHILDREN DEVELOP ORAL LANGUAGE BEST IN SITUATIONS THAT ARE MEANINGFUL TO THEM AND NOT IN TEACHER-DIRECTED, WHOLE-GROUP SITUATIONS.

38. MOST WHOLE-GROUP TIME SHOULD BE SPENT ON THE FOLLOWING TYPES OF ACTIVITIES: PHYSICAL ACTIVITIES (GYMNASIUM, MOVEMENT AND DANCE, GAMES, OUTDOOR SESSIONS), MUSIC AND SINGING, READING STORIES, FILMS, LIBRARY VISITS, AND PLANNING TIME.

39. ALTHOUGH THERE ARE SOME SITUATIONS THAT ARE AMENABLE TO PART-GROUP SESSIONS, IN GENERAL PART GROUPS SHOULD BE AVOIDED AS A WAY OF ORGANIZING THE CLASS FOR LARGE PORTIONS OF THE DAY.

40. WHERE USED, PART GROUPS (SMALL GROUPS) SHOULD BE LOOSELY FORMED AND READILY CHANGED. PERMANENT OR LONG-LASTING ABILITY GROUPS SHOULD BE AVOIDED.

41. BASIC ACTIVITIES. THE FOLLOWING BASIC ACTIVITIES SHOULD BE PROVIDED IN ALL KINDERGARTENS FOR THE FULL TEN MONTHS OF THE YEAR.

    1. PLAY WITH BLOCKS AND LARGE MANIPULATIVES
    2. DRAMATIC PLAY (HOUSE, COMMUNITY, DRESS-UP, RESTAURANT, ETC.)
    3. SANDPLAY
    4. WATERPLAY
    5. LISTENING/LIBRARY
    6. EXPLORATION AND DISCOVERY (MATH/SCIENCE)
    7. ART CONSTRUCTION
    8. USE OF SMALL MANIPULATIVES, GAMES, PUZZLES
    9. WOODWORKING/CARPENTRY/CONSTRUCTION
    10. SPECIAL INTEREST

42. DRAMATIC PLAY. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF OTHER TYPES OF ROLE PLAYING SITUATIONS, IN ADDITION TO PLAYHOUSES. FOR EXAMPLE, STORES, SHOPS, AND SERVICES SUCH AS HOSPITALS SHOULD BE SET UP IN CONJUNCTION WITH, OR OCCUR IN AS SUBSTITUTES FOR, PLAYHOUSES.

43. OTHER CENTRES. IN ADDITION TO THE TEN CENTRES SPECIFIED ABOVE, OTHER CENTRES INCORPORATING SUCH ACTIVITIES AS COOKING, USE OF COMPUTERS, OR PHYSICAL ACTIVITIES SHOULD BE ADDED TEMPORARILY, OR PERMANENTLY, DEPENDING ON AVAILABLE SPACE AND EQUIPMENT, AND THE PARTICULAR NEEDS OF THE CHILDREN.

44. COOKING AND FOOD PREPARATION. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF COOKING AND FOOD PREPARATION ACTIVITIES.

45. PAPER AND PENCIL MATERIALS. THE USE OF STENCILED WORKSHEETS AND WORKBOOKS SHOULD BE DISCOURAGED IN KINDERGARTENS. THESE ARE INAPPROPRIATE FOR BOTH HALF-DAY AND FULL-DAY KINDERGARTENS.

46. CREATIVE WRITING CENTRES. THESE PERMIT CHILDREN TO CREATE AND WRITE THEIR OWN STORIES AND SHOULD BE ENCOURAGED. PAPER AND A VARIETY OF WRITING INSTRUMENTS (PENCILS, MARKERS) SHOULD BE AVAILABLE FOR CHILDREN WHO CHOOSE TO WRITE OR DICTATE STORIES.

47. PUPPETS. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF PUPPETS AND PUPPET THEATRES.

48. ARTS AND CRAFTS. ART ACTIVITIES SHOULD BE MORE OPEN-ENDED, ALLOWING CHILDREN TO EXERCISE CREATIVITY AND SPONTANEITY.

49. ALL CENTRES SHOULD BE EQUIPPED WITH A VARIETY OF MATERIALS AND EQUIPMENT, FROM SIMPLE TO COMPLEX.

50. THE CONTINUED USE OF FIELD TRIPS AND OUTINGS IS RECOMMENDED.

RECOMMENDATIONS - CHAPTER 5

51. KINDERGARTEN ACTIVITIES SHOULD MAXIMIZE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT.

52. DURING PLAY-ACTIVITY SESSIONS TEACHERS SHOULD JOIN INTO THE ACTIVITIES OF INDIVIDUALS OR SMALL GROUPS AS THIS INCREASES THE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT.

53. IF TEACHERS WISH TO INCREASE OPPORTUNITIES FOR CREATIVITY AND INITIATIVE, PRODUCT-ORIENTED ART, WORKSHEET ACTIVITIES, AND WHOLE-GROUP LESSONS SHOULD BE DISCOURAGED.

54. GROUP SESSIONS. BOTH WHOLE-GROUP AND PART-GROUP SESSIONS SHOULD ALLOW CHILDREN SOME CHOICES.

55. PLAY ACTIVITIES. DURING PLAY-ACTIVITY SESSIONS, TEACHERS SHOULD MAXIMIZE OPPORTUNITIES FOR CHILDREN TO CHOOSE FREELY FROM A WIDE VARIETY OF ACTIVITIES, EQUIPMENT, AND MATERIALS.

56. PLANNING. PLANNING SESSIONS SHOULD NOT BE USED TO RESTRICT THE CHOICES OF CHILDREN, BUT RATHER TO ENABLE CHILDREN TO LEARN TO SET PRIORITIES AND MAKE CHOICES.

57. MOVEMENT. DURING ACTIVITY SESSIONS, CHILDREN SHOULD GENERALLY BE ALLOWED TO MOVE FREELY FROM ONE ACTIVITY TO ANOTHER.

58. CLEAN-UP. CHILDREN SHOULD BE ENCOURAGED TO PARTICIPATE IN CLEAN-UP, WHETHER IT OCCURS AT THE END OF AN ACTIVITY OR AT THE END OF PLAY TIME. THIS SHOULD BE A POSITIVE EXPERIENCE FOR BOTH THE CHILDREN AND THE TEACHER.

59. RECORD KEEPING. THE PRIMARY PURPOSE FOR OBSERVATION AND RECORD KEEPING SHOULD BE TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS. IT IS RECOMMENDED THAT SCHOOL DIVISIONS EXPAND THE OPPORTUNITY FOR TEACHERS TO DEVELOP OBSERVATION AND RECORD-KEEPING SKILLS THROUGH PROFESSIONAL DEVELOPMENT ACTIVITIES.

RECOMMENDATIONS - CHAPTER 6

60. SCHOOL DIVISIONS SHOULD PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS TO BECOME SKILLED IN A WIDE RANGE OF ASSESSMENT TECHNIQUES THAT ARE BASED ON A SOUND KNOWLEDGE OF CHILD DEVELOPMENT.

61. THE PURPOSE OF ASSESSMENT SHOULD BE TO PLAN PROGRAMMING THAT IS BASED ON CHILDREN'S NEEDS.

62. IF FORMAL (COMMERCIAL) TESTS ARE TO BE USED IN KINDERGARTENS, THE KINDERGARTEN TEACHER SHOULD BE INVOLVED IN THE DECISION-MAKING PROCESS AT BOTH THE SCHOOL AND DIVISIONAL LEVELS.

63. PLACEMENT DECISIONS SHOULD NOT BE BASED SOLELY ON THE RESULTS OF FORMAL TESTS. A TEAM APPROACH TO PLACEMENT DECISIONS USING A VARIETY OF ASSESSMENT TECHNIQUES IS RECOMMENDED.

64. COMMUNICATIONS BETWEEN PARENTS AND THE KINDERGARTEN TEACHER SHOULD BE ONGOING AND FREQUENT. COMMUNICATIONS SHOULD NOT BE LIMITED TO THE ISSUING OF PERIODIC, WRITTEN REPORTS OR FORMALLY SCHEDULED PARENT-TEACHER "REPORTING" CONFERENCES. A WIDE VARIETY OF TYPES OF CONTACTS, COMMUNICATIONS, AND PARENT PARTICIPATION SHOULD BE ENCOURAGED.

65. WHERE WRITTEN REPORTS ARE USED, THEY SHOULD BE ANECDOTAL AND SHOULD BE USED IN CONJUNCTION WITH PARENT-TEACHER CONFERENCES.

RECOMMENDATIONS - CHAPTER 7

66. MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE THE ISSUE OF KINDERGARTEN ENTRANCE TO ESTABLISH CONSISTENT, YET FLEXIBLE, ADMISSION PROCEDURES THROUGHOUT THE PROVINCE.

67. MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE PRE-KINDERGARTEN PROGRAMS IN TERMS OF STAFFING, FUNDING, AND PROGRAMMING NEEDS. THIS INVESTIGATION SHOULD INVOLVE COMMUNITY SERVICES, HEALTH, AND EDUCATION PERSONNEL.

68. COMMUNICATIONS BETWEEN KINDERGARTEN TEACHERS AND CHILD-CARE PERSONNEL SHOULD BE ENCOURAGED.

69. WHEN CHILDREN RECEIVE ASSISTANCE FROM AN ESL OR RESOURCE TEACHER, THIS SHOULD OCCUR WITHIN THE KINDERGARTEN CLASSROOM WHERE LANGUAGE DEVELOPMENT CAN BE STIMULATED BY A RICH ENVIRONMENT. CHILDREN SHOULD NOT BE REMOVED FROM THE CLASSROOM TO RECEIVE SPECIAL ASSISTANCE.

70. SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF LANGUAGE ACQUISITION AND DEVELOPMENT AS WELL AS IN THE AREA OF THE SIGNIFICANCE OF LANGUAGE IN A CHILD'S DEVELOPMENT.

71. SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF CULTURAL AND SOCIAL DIVERSITY.

72. A TEAM APPROACH INVOLVING TEACHERS, PARENTS, AND RESOURCE SUPPORT PERSONNEL SHOULD BE USED TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS.

73. RESOURCE AND SUPPORT PERSONNEL SHOULD SPEND MORE TIME WORKING DIRECTLY WITH CHILDREN WITHIN THE CLASSROOM.

RECOMMENDATIONS - CHAPTER 8

74. CONSIDERING THAT ONE-THIRD OF TEACHERS FELT INADEQUATELY PREPARED BY THEIR UNIVERSITY TRAINING TO TEACH KINDERGARTEN, MANITOBA EDUCATION SHOULD COLLABORATE WITH FACULTIES OF EDUCATION AT MANITOBA UNIVERSITIES TO EXPAND THE EARLY CHILDHOOD PROGRAM.

75. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO HIRE TEACHERS WITH EARLY CHILDHOOD TRAINING.

76. SCHOOL DIVISIONS SHOULD PROVIDE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN THE AREA OF EARLY CHILDHOOD EDUCATION.

77. SPECIALIST TEACHERS SHOULD PARTICIPATE IN THE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY THE SCHOOL DIVISIONS AND MANITOBA EDUCATION.

78. THE PRACTICE OF PROVIDING PARAPROFESSIONALS FOR LARGE CLASSES RATHER THAN DIVIDING THE CLASS INTO TWO SHOULD BE CAREFULLY MONITORED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION.
PARAPROFESSIONALS SHOULD NOT BE USED TO JUSTIFY LARGE CLASS SIZES.

79. PARAPROFESSIONALS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF EARLY CHILDHOOD EDUCATION.

80. MANITOBA EDUCATION SHOULD COLLABORATE WITH COLLEGES TO INVESTIGATE THE FEASIBILITY OF AN EARLY CHILDHOOD PARAPROFESSIONAL CERTIFICATE PROGRAM.

81. TEACHERS SHOULD RECEIVE PROFESSIONAL DEVELOPMENT TRAINING IN HOW TO WORK WITH PARAPROFESSIONALS.

82. MANITOBA EDUCATION, SCHOOL DIVISIONS, AND THE MANITOBA TEACHERS' SOCIETY SHOULD COLLABORATE TO ESTABLISH GUIDELINES ON WHAT PARAPROFESSIONALS SHOULD BE DOING IN THE KINDERGARTEN CLASSROOM.

83. THE USE OF ADULT VOLUNTEERS SHOULD BE ENCOURAGED, NOT ONLY TO ASSIST THE TEACHER, BUT ALSO TO ENHANCE COMMUNICATION BETWEEN THE HOME AND THE SCHOOL.

84. CARE SHOULD BE TAKEN TO ENSURE THAT STUDENT VOLUNTEERS PERFORM ACTIVITIES THAT ARE APPROPRIATE FOR THEIR AGE LEVEL. THESE MIGHT INCLUDE HOUSEKEEPING, CLERICAL WORK, PLAYING WITH CHILDREN, HELPING WITH COATS AND BOOTS, AND ASSISTING WITH TASKS UNDER THE SUPERVISION OF THE TEACHER. STUDENT VOLUNTEERS SHOULD NOT BE RESPONSIBLE FOR SUPERVISING KINDERGARTEN CHILDREN.

RECOMMENDATIONS - CHAPTER 9

85. THE GRADUAL ENTRANCE OF KINDERGARTEN CHILDREN SHOULD BE ENCOURAGED. SCHOOL DIVISIONS SHOULD INVESTIGATE ALTERNATIVE MODELS OF GRADUAL ENTRANCE.

86. THE KINDERGARTEN SHOULD BE VIEWED AS AN INTEGRAL PART OF THE EARLY SCHOOL YEARS AND SHOULD PARTICIPATE IN SCHOOL AND SCHOOL-COMMUNITY EVENTS.

87. KINDERGARTEN TEACHERS SHOULD BE CONSIDERED PART OF THE EARLY SCHOOL YEARS TEAM AND SHOULD ATTEND REGULAR TEAM MEETINGS.

88. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO ESTABLISH KINDERGARTEN AND/OR EARLY SCHOOL YEARS SUPPORT GROUPS.

89. SCHOOL DIVISIONS SHOULD CONTINUE TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF KINDERGARTEN TEACHERS, IN COOPERATION WITH MANITOBA EDUCATION AND THE MANITOBA TEACHERS' SOCIETY.

90. SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION IN THE AREA OF EARLY CHILDHOOD EDUCATION.